



Gable Nook Day Nursery

Inspection report for early years provision

Unique Reference Number	500085
Inspection date	06 February 2007
Inspector	Teresa Ann Clark
Setting Address	541 Wilbraham Road, Manchester, Lancashire, M21 0AH
Telephone number	0161 881 9179
E-mail	
Registered person	Sally Hodgson
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Gable Nook Day Nursery has been registered since 1996. The nursery operates from the ground floor of a Victorian detached house in the Chorlton area of Manchester. There are four main rooms where children are grouped according to their age and ability. A fully enclosed area is available for outdoor play. The nursery serves the local community and surrounding areas.

The nursery may care for a maximum of 25 children. There are currently 38 children on roll. Of these, three children are in receipt of nursery education funding. The nursery is open Monday to Friday from 08.00 until 17.45 all year round except, for public holidays and one week at Christmas.

There are nine staff working with the children. Of these, seven hold childcare qualifications and one is working towards a qualification. The nursery is a member of the National Day Nursery Association and receives support and training from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children learn satisfactory health and hygiene practices. They are developing an understanding of when they need to wash their hands, for example, after using the toilet and before eating or baking activities. Generally, staff follow sensible procedures to protect children from illness and infection. Effective nappy changing procedures are followed where staff wear gloves and aprons. Staff wipe down tables before meal times using anti-bacterial cleaning solutions. The bathroom is checked throughout the day to ensure it is adequately stocked and clean. However, a member of staff uses one flannel to clean several children's hands and face after lunch, which poses a risk to their health.

Accident and medication records are well maintained and shared with parents, but the nursery does not have written parental consent to seek emergency medical treatment or advice for the children in their care. This means children's health and safety is at risk. There are sufficient staff trained in first aid to ensure children receive appropriate care in the event of an accident. A clear policy regarding the care of children who are sick is in place. This ensures there are suitable arrangements to act in the best interests of all children and protect them from illness. Older children have regular opportunities to benefit from fresh air and exercise. They enjoy playing in the outdoor play area where they practise their ball skills, run, jump and use other large equipment to promote their strength and coordination. Babies have less opportunities to benefit from fresh air and natural day light particularly in the winter months.

Children are well nourished and enjoy a satisfactory range of meals and snacks which incorporate fresh fruit and vegetables. They eagerly tuck into their lunch and babies' independence skills are fostered as they have their own spoon so they can attempt to feed themselves. Children are offered regular drinks throughout the day to keep refreshed and hydrated. However, they are not learning the benefits of drinking water because the drinks offered are mainly sugar free fruit juices. Children's allergies and medical requirements are discussed with parents and recorded on children's registration forms. Secure systems are in place to ensure all staff are aware of children's dietary requirements, which means children remain safe and healthy.

Protecting children from harm or neglect and helping them stay safe

The provision is inadequate.

Children benefit from a warm and welcoming environment. They are warmly welcomed by the friendly staff on arrival. Children develop a sense of belonging because they have their photographs displayed around the nursery and have their own storage bags where they put their personal belongings, such as teddy bears. Babies have sufficient space to move around and explore their environment safely. They have suitable furniture for feeding and sleeping, which ensures their comfort and safety. The temperature is not adequate in all areas of the

nursery, particularly the bathroom area, which does not ensure children are comfortable when having clothes or nappies changed.

The organisation of space in the older children's play rooms is not maximised, which prevents children having independent access to a wider range of activities. The nursery has a good range of toys and equipment, which are safe, suitable and provide a balanced range of activities. Play areas are divided into separate learning areas with some low-level shelving to store supporting resources. Toys and equipment are checked regularly to ensure they do not pose a risk to children's safety.

The premises are secure, staff manage access to the nursery and all visitors are required to sign in and out of the building, helping to keep children safe. Children are well supervised by staff as they move around the nursery. Although risk assessments are in place, these are not rigorous enough because not all hazards are identified. The fire exit in the Tweenie room is obstructed by chairs and the laundry is accessible to children. A fire log is not maintained by the nursery which is a breach of regulations and poses a risk to children's safety.

Children's welfare is safeguarded. Staff have an awareness of the indicators of abuse and understand the procedures to follow if they have concerns about the safety or welfare of children.

A written policy informs parents about the role and responsibility of the nursery to keep children safe. However, this has not been updated to include reference to the Local Safeguarding Children's Board.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children enjoy their time at the nursery and arrive happy and eager to participate. They separate easily from their parents and carers and go straight to play with activities that are set out for them to choose from. They are cared for in a positive, caring and relaxed environment. They are happy and content throughout the day in the care of a supportive staff team. Good relationships are formed which enhances children's confidence and contributes to their well-being.

Staff are developing confidence in using the 'Birth to three matters' framework to guide their practice and plan a suitable range of activities for children's enjoyment. Regular observations are made and photographic evidence shows children's progress and achievements. However, the framework is not being used to assess children. As a result, activities are not based on children's individual needs. Babies and toddlers follow group plans, which does not identify the next steps for individual children.

Staff spend time interacting with the children to engage them in their play. Babies' early communication skills are positively supported by staff who respond to their babbles and sounds. Babies enjoy exploring with their senses as they show an interest in the coloured plastic bottles which contain a variety of different materials. They enjoy exploring sound as they tap toys together. Their physical development is progressing well as there is sufficient space for babies

to crawl and practise their walking skills with support from push along toys or with the support of staff holding their hands.

Toddlers play well together developing their imaginative skills in the home corner as they pretend to make the dinner. They are confident in the company of unfamiliar adults and involve them in their play. A child shows the inspector a model ambulance and says 'It's a nee-naw'. Another child playing in the home corner pretends to speak to her Mummy on the telephone and says 'I'm getting busy Mummy I can't speak to you now'. Children are developing their communication and language skills through the use of books, songs and rhymes. Children enjoy playing a matching game and are learning the names of different animals. They are helpful towards each other as one child helps another saying 'Have you got one of these?' and 'It goes there'.

Nursery Education

The quality of teaching and learning is satisfactory. Staff are committed to providing a welcoming atmosphere, a varied programme of activities covering all the areas of learning and a relaxed approach, which fosters self-confidence. The small number of children in receipt of nursery education funding are making steady progress because staff working with the children have a reasonable understanding of the Foundation Stage curriculum. Children are secure in their relationships with staff who respond well to them. Staff step back and give children time and the opportunity to plan and initiate their own play. At other times, they skilfully interact to encourage and extend children's learning by introducing new ideas in play situations. For example, when playing in the home corner children are encouraged to practise their mark making skills as they write letters.

Although activities have learning intentions, there are no evaluations of how successful activities are, so staff cannot identify what children have learned or what their capabilities are. There are observation and assessment systems in place, but these are not used to identify children's next steps or to inform the planning. This means that the links between observations, assessments and planning are not fully complete to support children's learning. Consequently, staff plan mostly for the children's group needs rather than individual needs, resulting in activities not meeting the different needs of the children.

Staff are warm and affectionate, which creates an atmosphere in which learning can be developed. Children are offered a balance of adult-led and child initiated activities within generally well organised areas of continuous provision. This enables children to choose from a suitable range of activities, such as puzzles, books, painting, dressing up, home corner and construction. Children have fun playing imaginatively and developing role play games together in the home corner, pretending to go to work on the train. Children learn about the days of the week and observe the weather as they complete the daily calendar. However, they do not have opportunities to learn about their local environment.

Children are confident speakers during the baking activity one child was able to tell the member of staff 'You crack the egg on the side of the bowl and then open it'. They describe their play intentions 'I'm going to make a tunnel for my animals'. Although children have opportunities to practise their mark making, they do not have chances to recognise their name through any

of the routines of the day. Children enjoy story time and show an interest in books, particularly the animal book which they use to help match and name their model animals. They are developing their counting skills as they count how many spoons of water they add to their cake mixture. They count the same type animals in the book. A more confident and able child organises the small group of children and asks them to count the animals in the book. Cooking sessions introduce and reinforce mathematical concepts, such as calculations, weight and volume whilst children have fun learning about changes in consistencies through hands-on experiences.

Helping children make a positive contribution

The provision is satisfactory.

Children are developing a positive attitude towards others through the provision of a suitable range of resources, which include dolls, puzzles, books and utensils. The inclusion of planned activities enable children to develop an understanding of their own community and those of other cultures. Discussions with parents establish children's individual needs and there are systems in place to record these. Children bring their own comforters from home which help them feel secure, for example, one child keeps her teddy bear in her storage bag and occasionally takes him out to share with others.

Children are very well behaved. They share, negotiate and take turns when playing games and using equipment, for example, during the baking activity waiting patiently for their turn to stir the cake mixture. Children listen with interest to what each other has to say and are confident to add their opinions. Staff provide good role models of behaviour, showing care and consideration for others, which in turn helps children learn good practice. Children are proud of their achievements and the good support and encouragement from staff fosters their self-esteem and confidence. They proudly show their completed work saying 'Look I've done it'. Children's spiritual, moral, social and cultural development is fostered.

Staff provide a welcoming atmosphere and have warm and friendly relationships with parents. Parents wishes regarding the care that their children receive are respected, thereby providing consistency and continuity of care for children. Parents speak positively about the provision and the care their children receive. They value the approachable staff team and feel that they are able to share any concerns regarding the care of their children. A daily information sheet is used to record younger children's sleep, feed and nappy routine and is shared with parents at the end of each day. The complaints procedure is shared with all parents but this has not been updated to reflect recent changes.

The partnership with parents and carers of children in receipt of nursery education is satisfactory. They are kept informed about their children's progress and achievements through daily discussions and parents evenings. They know they can access their children's development records at any time. However, parents are not informed about the Foundation Stage curriculum. As a result, involvement in their children's learning is limited.

Organisation

The organisation is inadequate.

Recruitment and vetting procedures work adequately to ensure that children are well protected and cared for by suitable staff. An initial induction procedure ensures staff are clear about the policies and how to implement these. Children benefit from a well qualified staff team who work well together. Regular support and meetings help to identify staff training needs. Staff are encouraged to attend regular training for their professional development, which contributes towards positive outcomes for children. Staff deployment contributes adequately to children's good health, safety, enjoyment and achievement and ability to take an active part in the setting.

The nursery has most policies and procedures in place, but there is no clear policy for lost or uncollected children, which is a breach of regulations. Others require additional information to conform to current legislation. The daily attendance records are not adequately maintained as they do not show hours of attendance for staff and there are some omissions in recording children's attendance. It is therefore difficult to assess if the nursery is maintaining appropriate staffing levels at all times. The nursery has no parental consent in place, for example for taking photographs of children or for outings.

Leadership and management of the nursery education is satisfactory and contributes to the children's progress towards the early learning goals. The owner of the nursery and manager work closely on a day to day basis. They are both aware of the issues that need to be addressed and areas for further development to improve the quality of nursery education. There is a strong commitment to continuous improvement and providing high quality childcare.

The standard of nursery education meets the needs of the children attending. However, the care needs of the children are not successfully catered for. Overall, the provision does not meet the needs of the range of the children for whom it provides.

Improvements since the last inspection

At the last inspection an action was made with regard to a policy for lost or uncollected children. Several recommendations were also made, these were to assess planning systems and extend opportunities for children to explore their environment. Other recommendations were in relation to domestic style furniture, resources and activities to promote equal opportunities and for staff to be clear about the behaviour management policy.

The nursery have a clear policy if children are lost but not a clear failure to collect policy. This has been raised as an action at this inspection together with other documentation. There are observation and planning systems in place, but these require further development. The environment has been reorganised to allow children to explore more freely. A comfortable chair is available in the baby room and there is a good range of resources and activities which promote equality of opportunity.

At the last nursery education inspection recommendations were made. These were to address the balance of adult-led and child initiated activities by making resources available, provide opportunities for children to access information and communication technology and to show

an interest in how things work and increase children's access to outdoor play. The final recommendations were to review the planning and observation systems, methods used to monitor the provision and information sharing with parents about the educational provision.

The activities are mostly child initiated with some activities led by staff, for example, baking activities. The play room is generally well organised with accessible resources. Children have access to the computer and battery operated toys. They have daily opportunities for outdoor play and to use the large equipment. However, the main outdoor area is currently out of use due to storm damage. New planning and observation systems have been introduced which include photographic evidence and regular written observations of children. The owner and manager spend time observing practice and receive support from the local authority to further develop the education provision. There is no system in place to inform parents about the education provision, this has been raised as a recommendation at this inspection.

Complaints since the last inspection

Since the last inspection there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaint record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are inadequate - notice of action to improve. The registered person does not meet the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care, the registered person **must** take the following actions:

- ensure all areas of the nursery are maintained to an adequate temperature
- ensure the fire exit in Tweenies room is unobstructed and maintain a fire log
- make the laundry room inaccessible to children
- ensure the records of children and staff's attendance are accurately maintained
- ensure all policies and procedures, including the complaints procedure and failure to collect policy are in place and conform to current legislation. Obtain relevant written consent forms from parents.

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure activities are evaluated and children's assessments are used to plan for children's next steps. Show how planning meets the needs of all children
- provide opportunities for children to recognise their names and learn about their local environment
- provide parents with information about the Foundation Stage curriculum.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk